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ABSTRACT

Evaluation of cycle two of the (1977-1979) Morning Star program (a 2-year Native teacher education program at the Blue Quills Native Education Centre leading to a Bachelor of Education degree from the University of Alberta) used a systems model to collect data on 24 variables for the 33 participating students, the academic program, and first and second year program outputs. Based on program performance, 27 students (82%) were admitted to the University of Alberta after 1 year; 14 of the 24 students (58%) who completed the 2-year program were continuing their university education; and only 5 participants (21%) obtained a Conditional Teaching Certificate after 2 years. Success rates were at least 20% better for students who were female, under 21 or over 25 years of age, either single or married (as opposed to widowed, divorced, or in a common-law relationship), had no dependents or many (more than two) dependents, could read and write only English (as opposed to English and Cree), had previously been enrolled in some post-secondary training program, and had been employed in non-education jobs for 1 year or less. (NEC)

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MORNING STAR

CYCLE TWO (1977 - 1979)

EVALUATION

Prepared by

L.V. Sloan

1979

For Presentation to:

The Board of Morning Star

The Blue Quills Native Education Council

The Saddle Lake/Athabasca District Council of Chiefs

Alberta Advanced Education and Manpower

The Department of Indian and Northern Development

The University of Alberta

RC 013061

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LIST OF TABLES

TABLE		PAGE
1.	Number of High School Credits Received by Students Prior to Entering Cycle Two of Morning Star	10
2.	The University of Alberta Project Morning Star Statement of Revenue, Expenses and Reserves for the Period July 1, 1977 to June 30, 1979	11
3.	Schedule of Course Offerings for Morning Star Cycle Two.....	13
4.	Grade Point Averages Earned by Students in Year One and Year Two	16
5.	Number of Credits Received by Students During Cycle Two	18
6.	Number of Credits Withdrawn from by Students Enrolled in Cycle Two	19
7.	Number of Credits Failed by Students Enrolled in Cycle Two ...	20
8.	The Number and Percentage of Students Who: Enrolled in Morning Star: Were Accepted to the University of Alberta After Year One: And Qualified for Certification After Year Two: When Categorized by Selected Student Input Variables.....	23

LIST OF FIGURES

FIGURE		PAGE
1.	A Systems Model.....	3
2.	Home Location of Cycle Two Students	5

INTRODUCTION

At the September 27, 1979 meeting of the Board of Morning Star, the Director of the project was asked to prepare an evaluation of the cycle two (1977-1979) program for presentation to the Alberta Department of Advanced Education and Manpower, the Federal Department of Indian and Northern Development, the University of Alberta, the Blue Quills Native Education Council and the Saddle Lake Athabasca District Council of Chiefs. The following evaluation report is his response to this request.

DATA SOURCES

Financial data reported in this evaluation study were obtained from the Office of the Comptroller at the University of Alberta. Student background data were obtained from the application forms and supporting documents submitted by students prior to their entering the program. Student marks were obtained from the Morning Star files. Course evaluation data were obtained by administering questionnaires to the cycle two students. Dr. E.W. Ratsoy, professor of Educational Administration conducted course evaluations at the end of the first and final years of the program.

METHODOLOGY

Numerous program evaluation models exist which may have been used to facilitate the present study. From the more than 30 models reported in the relevant literature, House[1] (1977) constructed a taxonomy of evaluation models which included eight categories. The models contained in each category provide a somewhat different focus for an evaluation. The utility of a particular type of evaluation model varies with the situation and the purposes of the evaluation.

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[1] Ernest R. House, "Assumptions Underlying Evaluation Models, Paper presented at the annual meeting of the American Educational Research Association, New York City, New York, April 5, 1977.

A basic systems approach was chosen to facilitate this evaluation. As Figure 1 illustrates, the systems model focusses on the inputs to the system, the process used, and the outputs achieved. This model was deemed to be most appropriate in light of the general purpose of this evaluation, namely, to describe: (1) the various student and financial inputs to cycle two of Morning Star: (2) the academic program, and related cultural experiences which were offered to students as part of the program; and (3) the outputs of the program at the end of year one and at the end of year two of the program. A secondary purpose of the evaluation was to examine selected relationships between various input and output measures.

INPUTS

Inputs to the cycle two program can be categorized as either "financial inputs" or "student inputs."

Student Inputs

Fifty applications were received from prospective students who wished to enroll in the cycle two Morning Star program. These applications were considered by an admissions sub-committee comprised of Dr.M.P. Browne, Assistant Dean, Admissions: Dr. D.G. Tucker, Executive Secretary to the Morning Star Board and Mr. M. Steinhauer, Executive Director of the Blue Quills Native Education Council. The committee held interviews with prospective students at St. Paul, Peace River, High Level and Edmonton.

Of the forty students who were accepted to the program, thirty-three began in the fall of 1977. Background data relative to twenty-four variables were collected from each of these thirty-three students from the application forms and supporting documents submitted by the students. Following is a summary of these data categorized by each of the twenty-four student input variables for which information was collected.

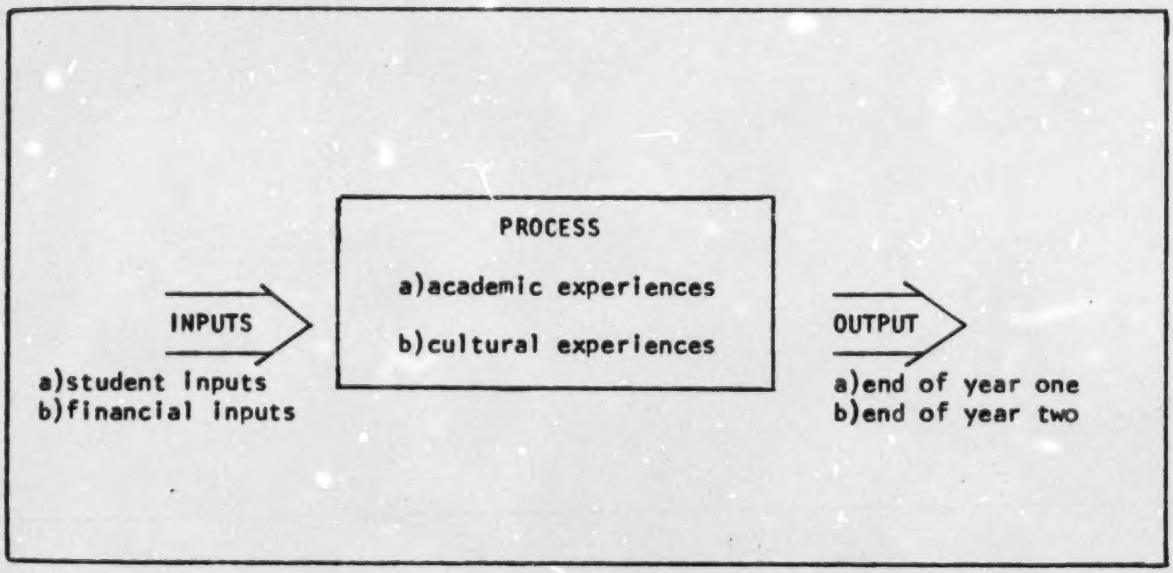

Figure 1

A Systems Model

Age. Students ranged in age from 18 to 41. The mean age was 26 while the median age was 25. As of September, 1977 approximately one quarter of the students (24%) were 21 years of age or younger, one quarter (24%) were from 22 to 24 years of age, one quarter (24%) were from 25 to 30 years of age and one quarter (24%) were over 30 years of age.

Sex. Seven of the 33 students (21%) who began cycle two were male while 26 (79%) were female.

Status. Two-thirds of the students were treaty Indians. The remaining one-third were non-status or Metis.

Home Location. Of the twenty-two treaty Indian students enrolled in the program, 16 were from the Saddle Lake Athabasca region, three were from the Lesser Slave Lake region while one student came from each of the Edmonton, Hobbema, Fort Vermilion and Blackfoot/Stony/Sarcee regions. Figure 2, shows the home location of all 33 students who began cycle two of Morning Star.

Four of the Metis students who began the program came from the Saddle Lake/Athabasca region. Three came from the Lesser Slave Lake region, three from the Fort Vermilion region and one from Edmonton/Hobbema region.

Regions outlined in Figure 2 are Indian Affairs Districts. They are used simply to give an indication of the area of the province from which Morning Star students came.

Marital Status. Approximately half of the students (49%) were married. Ten were single and seven indicated they were neither single nor married.

Dependents. The number of dependents students had ranged from zero to six. Eleven had no dependents, five had one, seven had two, four had three, two had four, one had five and three had six dependents.

Figure 2

Home Location of Cycle Two Students

Languages. Five of the students spoke only English, one spoke English and Blackfoot and one spoke English and French. Twenty six (79%) spoke English and Cree.

A large majority of the students (79%) could read and write only English. Six could read and write English and Cree while one could read and write English and French.

Previous post-secondary training. One-third of the students (11) had not completed any post-secondary training prior to enrolling in the Morning Star program. Three had attended a university, thirteen (39%) had taken courses at a vocational school, one at a technical school and two at a public college. One student had taken courses at a university and a private college, one had taken courses at a university and a vocational school and one had taken courses at a vocational school and a private college.

Educationally-related work experience. Prior to entering the Morning Star program, fourteen students had some experience working at at least one type of educationally related job. These jobs included:

(1) pre-school instructor
(2) Cree teacher
(3) counsellor- aide
(4) teacher aide
(5) ECS instructional aide
(6) education technician
(7) substitute teacher

Of these fourteen students, five had worked at such jobs for a period of less than one year while seven had worked at such positions for a period of three or more years.

Twelve of the fourteen had been employed at one such position prior to entering the program. One had had two such jobs and one had had three.

Non-educationally related work experience. Prior to entering the Morning Star program, twenty four of the 33 students had had some experience working at one or more non-educationally related jobs. These included:

(1) work in a finishing department for a drapery company
(2) waitress
(3) short-order cook
(4) janitor
(5) day care worker
(6) clerk with the Federal Government
(7) receptionist in a bank
(8) ledgerkeeper in a bank
(9) posting machine operator in a bank
(10) builder of a playground (PEP Project)
(11) salesperson
(12) landscaping
(13) SOS Project - assembling Cree books
(14) cashier
(15) assistant manager
(16) bus driver
(17) security guard
(18) laborer
(19) field worker
(20) worker in an Opportunity for Youth Project
(21) painter
(22) band manager
(23) SOS Project - research worker

Of these twenty-four students, ten had worked at non-educationally related job (s) for less than one year while nine others had worked at such jobs for two or more years.

Ten students had been employed in one non-educationlly related job, seven had experience at two such jobs, six had worked at three such jobs while one had had four such positions.

Activities. Some students entering the program indicated that they had been involved in a variety of "other" activities which they felt might have a bearing on their application. Generally, the activities reported can be divided into six categories: educationally related activities, community group activities, service organization activities, recreation activities, student council activities and church related activities.

Educationally related activities engaged in by students prior to entering Morning Star included: (1) serving as an interpreter of sign language for Alberta College, (2) being a parent volunteer for a school education committee, (3) being a member of a parent teacher association, and (4) campaigning for a candidate for a public school board. Six students had been involved in one such activity prior to entering the Morning Star program while one student had participated in two such activities. Twenty-six students (79%) had not participated in any educationally related activities prior to entering the program.

Fourteen students had some involvement in community group activities. These included being a member or an executive member of a Native or Metis group, a youth group, a Native women's auxiliary, an echo chapter, a ladies group, a recreation association, a community library board, or a marching band. Ten students had been involved in one such activity, three had been involved in two such activities while one individual participated in three community group activities.

Only four students had been involved in service organization activities. These included being a member or an executive member of a hot lunch association, a friendship center or the Knights of Columbus.

Only four students reported that they had been involved in organized recreation activities such as playing on a softball club, or a volleyball team.

Only two students had been involved in school student council activities while one had participated in church related activities.

When reporting the activities they had been engaged in, some students listed jobs they had held. In such cases this information was coded under employment record rather than "other" activities.

Training courses. Nineteen students had been enrolled in some type of training course (s) prior to entering the Morning Star program. The majority of these (13) had been enrolled in two programs, four had been enrolled in three programs and one had been enrolled in five programs.

These training programs were classified as either, educationally related or non-educationally related. Educationally related training programs students had enrolled in included ECS aide, teacher aide, Native curriculum, counsellor aide, and education technician programs. Non-educationally related training programs included secretarial, Native culture, beauty culture, nursing aide, alcohol counselling, pattern making and dress design and community health worker programs. With the exception of four of these programs, only one student had been enrolled in each of the above types of training programs. Two students had enrolled in an ECS aide program, three had enrolled in a teacher aide program, two in a secretarial program and two in a counsellor aide program.

High school credits earned. The number of high school credits received by students prior to entering the program ranged from 0 to 129. The mean number of credits received was 61 while the median number of credits received was 67. Seven students had received no high school credits prior to entering the program while 12 students had received 100 or more credits. Table 1 provides a summary of the number of high school credits received by students prior to entering the program.

Financial Inputs

A statement of financial inputs to the cycle two program is contained in Table 2. This statement, which was prepared and approved by the Comptrollers office at the University of Alberta, indicated that grants totalling $300,000 were received in support of the program. In addition, there was a carry over of $33,758 from the cycle one project. Total expenditures for cycle two equalled $347,847 leaving a deficit of $14,389. This deficit has been assumed by the cycle three project.

Table 1

Number of High School Credits Received by
Students Prior to Entering
Cycle Two Morning Star

Range of Credits Received	No. of Students
0	7
1 - 25	4
26 - 50	4
51 - 75	2
76 - 100	9
101 - or more	7

The University of Alberta Project Morning Star Statement of Revenue, Expenses and Reserves for the Period July 1, 1977 to June 30, 1979

	For Year Ending March 31/78	For Year Ending March 31/79	LESS April 1/79 to August 31/77	ADD April 1/79 to July 31/79	Cycle 2 Total (July 1/77- June30/7
Provincial Government Grant	75000.	225000.			300000.
Expenses:					
Salaries - Academic	49098.	82613.	31506.	51191.	152196.
Salaries - Non Academic	16870.	10403.	9012.	1590.	19851.
Staff Benefits	1886.	1316.	1511.	790.	2481.
Travel, Entertainment & Visiting Speaker	21667.	20316.	14387.	13773.	41369.
Telephone & Postage	2504.	1428.	2415.	355.	1872.
Supplies and Other Expenses	8231.	1174.	6563.	1506.	4348.
Computing Services	463.	524.		275.	1262.
Grants		74900.		48478.	123378.
Rental Equipment		180.		60.	240.
Furniture & Equipment	850.				850.
Total Expenses:	102369.	192854.	65394.	118018.	347847.
Net Revenue (Expenses) Carried To Reserves	27369.	32146.	65394.	118018.	47847.
Reserve Balance Beginning Cycle 2					33758.
Reserve Balance, End Cycle 2					14389.

PROCESS

The " process " of cycle two of Morning Star refers to the Arts and Education courses offered, the student teaching experiences arranged and the special language skill training given , the cultural emphases included and the student orientations to the University of Alberta which were provided during the two year program.

Course Offerings

In the first year of cycle two, 12 credits of Arts course and 18 credits of Education courses were offered during the regular session which ran from September, 1977 until May, 1978. A spring session half course was offered from June 5 to 16, as an option for those students who wished either to: (1) make up for a course not completed or failed during the first year; or (2) complete a course for extra credit toward their B. Ed. degree. Table 3 contains a schedule of course offerings for the entire cycle two program.

In the second year of cycle two, nine credits in Arts and 21 credits in Education were offered during the regular session which ran from September, 1978 until April, 1979. Two Arts half courses were offered during the spring of 1979 and one Education half course was offered during the summer as options.

Course evaluations. Course evaluations were conducted by Dr. E.W. Ratsoy, professor of Educational Administration at the University of Alberta for all but one of the course offered in each of the two years of the program. Results of these evaluations are contained in Program Evaluation Report Number 9 which is included as Appendix A of this report.

The Practicum

Students participated in a practicum in both years of the program. Student teacher placements were made in a variety of schools in the St. Paul area. In addition, students were placed in schools in Slave Lake, Grouard, Peace River, Paddle Prairie, Lac La Biche, Nordegg and Edmonton.

Table 3

Schedule of Course Offerings for

Morning Star Cycle Two

COURSE	COURSE CREDIT WEIGHT
1977 - 78	
1. Educational Curriculum and Instruction 200	3
2. Educational Curriculum and Instruction 229	3
3. Educational Curriculum and Instruction 300	3
4. Educational Foundations 201	3
*5. Education Practicum 201	3
6. Education Psychology 269	3
7. Anthropology 301	3
8. Sociology 320	6
9. Religion 380	3
	Total: 30
Optional	
10. History 371	3
1978 - 79	
1. Educational Curriculum and Instruction 216	3
2. Educational Curriculum and Instruction 224	3
3. Educational Curriculum and Instruction 21277.4	6
4. Educational Administration 416	3
*5. Education Practicum 301	3
6. Educational Psychology 271	3
7. Family 350	3
8. Political Science 321	6
	Total: 30
Optional	
9. Geography 230	3
10. Geography 336	3

* Evaluations of these practicum courses were not included in Program Evaluation Report Number 9.

Prior to each round of practicum, supervision workshops for cooperating teachers, faculty consultants, and student teachers were conducted by Dr. R.G. Mcintosh, professor of Educational Administration at the University of Alberta.

Language Skills

Language instruction was given in conjunction with the first two courses offered in the program, Ed. C & I 200 and Ed. Fndn. 201. J. Gray and a special tutor, Dr. Halia Boychuk worked together with the course instructors to provide this special emphasis in the development of language skills.

In year two, various study skills workshops were offered by Ruth Groberman and Fran Truhearne from the Student Affairs Office at the University of Alberta.

Cultural Component

In order to assist students to develop a greater sense of cultural awareness and cultural appreciation, numerous elders and speakers were brought to the Blue Quills School from various Native organizations, groups and communities to address the Morning Star students. Several of these guests were invited in conjunction with the Religious Studies course offered during year one.

In addition, all students were given the opportunity to attend at least one culturally relevant conference held away from the Blue Quills School. Conferences attended included: the Native Religious Traditions Symposium and Native Awareness Week at the University of Alberta, the annual meeting of the Intercultural Education Association of the Alberta Teachers' Association, the Canadian Indian Bilingual Education Conference at Saskatoon, the Muskwachees Cultural College in Hobbema, the Canadian Indian Teacher Education Project Conference held in Thunder Bay (1978) and Saskatoon (1979), the Native American Bilingual Education Conference at Denver, Colorado (1977) and Winnipeg (1978), and the Indian Week at Brigham Young University, Provo, Utah.

Various Educators also visited Blue Quills to address the student body. These included: M. Kryzanowski, President of the Alberta Teachers' Association; D. Weaver, Superintendent of Schools, Northland School Division; R.Silvers, Principal,Onchiminahos School, Saddle Lake; D. Bjornson, Principal, Norwood School, Edmonton; and J. Maetas, Director, Multicultural Department, (Brigham Young University).

Student Orientation

Students visited the University of Alberta campus on several occasions. During these visits they received program counselling, and housing information, attended workshops arranged by the Audio Visual Media Centre (AVMC) and the Curriculum Materials Preparation Area (CMPA), and were taken on tours of a variety of University facilities.

OUTPUTS

Several output measures were collected for each of the thirty-three students who began the program in 1977. These included their grade point average (GPA) for year one; (2) their (GPA) for year two; (3) the number of credits registered in during the entire program; (4) the number of credits earned during the entire program; (5) the number of credits of work withdrawn from during the program; (6) the number of credits of work failed; (7) whether or not they gained admission to the University after year one; and (8) whether or not they met the requirements for a conditional certificate at the end of the program. The following section provides a summary of these eight output measures for each of the cycle two Morning Star students.

Students' GPA's for year one of the Program ranged from 3.0 to 8.2. The mean GPA was 5.9 while the median GPA was 5.8. Twenty- eight of the students had a GPA of 5. 0 or more. Table 4 provides a summary of the GPA's for years one and two of the cycle two program.

Eight of the thirty-three students who entered the program did not complete any courses in year two of the program. The GPA's for year two for the 25 students who completed at least a portion of the courses offered in that year ranged from 2.7 to 8.6. The mean GPA was 6.2 while the median GPA was 6.3.

The number of credits students registered in in year one and two ranged from 24 to 72. The regular yearly load was 30 credits. Fifteen students registered in more than the regular 60 credits by enrolling in spring and summer session courses offered following the first and second years. Twenty-one students registered in at least the 60 credits required for the conditional certificate. The mean number of credits registered in was 55 while the median number was 61.

Table 4

Grade Point Averages Earned

by Students in Year One

and Year Two

Range of GPA	No. of Students Year One	No. of Students Year Two
Below 5. 0	5	3
5.0 - 5.9	13	6
6.0 - 6.9	6	8
7.0 - 7.9	7	7
8.0 - 8.9	2	1
	Total: 33	25

The number of credits earned by students in years one and two ranged from 1 to 72. The mean number of credits earned over the two years was 49 while the median number of credits was 59. Table 5 provides a summary of the number of credits received by students during the two years of cycle two. Eight of the 11 students who initially enrolled in cycle two failed to earn at least 30 credits or the equivalent of one complete year of the program. Nineteen students earned 60 or more credits, that is, they completed a minimum of two years of work during the two years of the program.

Over half (46%) of the students withdrew from at least one course in which they were registered during the two years of the program. Table 6 contains a summary of the number of credits of work students withdrew from during cycle two. When a student withdrew from the entire program he was not deemed to have withdrawn" from the individual courses. Withdrawals refer to those courses which students dropped while still technically remaining in the program.

The number of credits students failed ranged from zero to 21, however, only three students failed more than the equivalent of two half courses (6 credits) a summary of the number of credits failed by students is contained in Table 7. Twenty-five students (76%) did not fail any courses.

On the basis of their performance in the first year of the program, 27 students (82%) were admitted to the University of Alberta. Students had to maintain a 5.0 G.P.A. in a minimum of four full course equivalents (24 credits) in order to gain acceptance to the University.

As of September 1979, fourteen of the twenty-four students who completed the second year of the Morning Star program, were continuing their university education, eleven at the University of Alberta campus in Edmonton, two at Blue Quills as part-time Morning Star students, and one at David Thompson University at Nelson, B.C. Seven had secured education-related positions, five as classroom teachers, one as a student counsellor, and one as a teacher-aide. Two of the remaining three had secured employment in fields other than education, one as a trapper, the other as an assistant band manager. One student was unemployed.

Table 5

Number of Credits Received by

Students During Cycle Two

Range of Credits	No. of Students
27 or less	8
30 - 42	2
45 - 57	4
60 -72	19

Table 6

Number of Credits Withdrawn from by

Students Enrolled in Cycle Two

Number of Students	Credits Withdrawn From
15	0
9	3
3	6
1	9
2	12
1	15
1	18
1	27

Table 7

Number of Credits Failed by Students

Enrolled in Cycle Two

No. of Credits Failed	No. of Students
0	25
3	1
6	4
9	1
12	1
21	1

COMPARISON OF STUDENT INPUT VARIABLES WITH SELECTED OUTPUT MEASURES

Of the eight output measures discussed in the previous section, two provide ultimate measures of success or failure for each student at the end of the first and second years of the Morning Star program. More specifically, at the end of the first year students were either accepted or not accepted to the University of Alberta, and at the end of the second year, students either qualified or did not qualify for the conditional teaching certificate. Table 8 contains a summary of the number and percentage of students who: (1) enrolled in the program; (2) were accepted to the University of Alberta after year one; and (3) qualified for the conditional certificate at the end of year two, when grouped according to 18 student input variables. Following is a discussion of these data.

If a line graph were drawn to represent the relationship between students' age and success in the cycle two Morning Star program, it would resemble a "U." Students 21 years of age and younger had the highest rate of success. Only one of the five students in this age group failed to qualify for the conditional certificate at the end of the cycle. Those students aged 21 to 25 were the least successful. Of the thirteen students in this age group, only five qualified for the conditional certificate at the end of year two. Those students aged 26 or older were only slightly less successful than those under the age of 26, however, they were markedly more successful than those aged 21 to 25.

Females succeeded at a rate twice that of males. Note should be taken, however, that few males (7) entered the program.

Treaty and non-treaty students had similar rates of success with non-treaty students having a slightly higher rate of success in the two year program.

Those students who were from outside the Saddle Lake/Athabasca region had a slightly higher success rate than those who came from this region.

Students who were either married or single succeeded at a higher rate than those who were widowed, living common-law, divorced, or separated.

Table 8

The Number and Percentage of Students Who: Enrolled in Morning Star; Were Accepted to the University of Alberta After Year One And Qualified for Certification After Year Two: When Categorized by Selected Student Input Variables

Student Input Variables	Students					
	Enrolled in Cycle Two		Accepted to the U.of A. After Year One		Qualified for Certification After Year Two	
	N	(%)	N	(%)	N	(%)
Age						
Under 21 years of age	5	15	4	80	4	80
21 to 25 years of age	13	39	9	69	5	39
26 to 30 years of age	7	21	7	100	5	71
over 30 years of age	8	24	7	88	5	63
High School Credits Received Prior to Entering the Program						
None	7	21	4	57	2	29
1 to 50	8	24	8	100	5	63
51 to 99	6	18	6	100	4	67
100 or more	12	36	9	75	8	67

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Table F (Continued)

The Number and Percentage of Students Who: Enrolled in Morning Star; Were Accepted to the University of Alberta After Year One; And Qualified for Certification After Year Two; When Categorized by Selected Student Input Variables

Student Input Variables	Students Enrolled in Cycle Two		Students Accepted to the U. of A. After Year One		Students Qualified for Certification After Year Two	
	N	(%)	N	(%)	N	(%)
Sex						
Male	7	21	6	86	2	29
Female	36	79	21	81	17	65
Status						
Treaty	22	67	17	77	12	55
Non status	11	33	10	91	7	64
Home Location						
Saddle Lake/Athabasca region	19	58	15	79	10	53
Other regions	14	42	12	86	9	64
Marital Status						
Married	16	49	13	81	10	63
Single	10	30	9	90	6	60
Other	7	21	5	71	3	43

Table 8 (Continued)

The Number and Percentage of Students Who: Enrolled in Morning Star; Were Accepted to the University of Alberta After Year One; And Qualified for Certification After Year Two; When Categorized by Selected Student Input Variables

Student Input Variables	Students					
	Enrolled in Cycle Two		Accepted to the U. of A. After Year One.		Qualified for Certification After Year Two	
	N	(%)	N	(%)	N	(%)
Number of Dependents						
None	11	33	8	73	7	64
One or two	12	36	11	92	5	42
Three or more	10	30	8	80	7	70
Languages Spoken						
English only	5	15	5	100	3	60
English and Cree	26	79	20	77	15	58
English and Blackfoot	1	3	1	100	0	0
English and French	1	3	1	100	1	100
Languages Read						
English only	26	79	22	85	16	62
English and Cree	6	18	4	67	2	33
English and French	1	3	1	100	1	100

Table * (continued)

The Number and Percentage of Students Who: Enrolled in Morning Star; Were Accepted to the University of Alberta After Year One; And Qualified for Certification After Year Two; When Categorized by Selected Student Input Variables.

Student Input Variables	Student Enrolled in Cycle Two		Student Accepted to the U. of A. After Year One.		Student Qualified for Certification After Year Two	
	N	(%)	N	(%)	N	(%)
Languages Written						
English only	26	79	22	85	16	62
English and Cree	6	18	4	67	2	33
English and French	1	3	1	100	1	100
Post Secondary Training						
No previous post-secondary training	11	33	6	55	4	36
University only	3	9	3	100	2	67
Vocational school only	13	39	12	92	9	69
Technical school only	1	3	1	100	1	100
Public college only	2	6	2	100	2	100
University and private college	1	3	1	100	1	100
University and vocational school	1	3	1	100	0	0
Vocational school and private College	1	3	1	100	0	0
Length of Emnloyment Educationally Related Jobs						
One year or less	24	72	19	79	13	54
More than one year	9	28	8	89	6	67

The Number and Percentage of Students Who: Enrolled in Morning Star; Were Accepted to the University of Alberta After Year One; And Qualified for Certification After Year Two; When Categorized by Selected Student Input Variables

Student Input Variables	Students					
	Enrolled in Cycle Two		Accepted to the U. of A. After Year One.		Qualified for Certification After Year Two	
	N	(%)	N	(%)	N	(%)
Number of Educationally Related Jobs						
None	19	58	16	84	10	53
One	12	36	9	75	7	58
Two	1	3	1	100	1	100
Three	1	3	1	100	1	100
Length of Employment in Non-Educationally Related Jobs						
One year or less	20	61	16	80	14	70
More than one year	13	39	11	85	5	38
Number of Non Educationally Related Jobs						
None	9	27	7	78	6	67
One	10	30	8	80	6	60
Two	7	21	6	86	2	29
Three	6	18	5	83	4	67
Four	1	3	1	100	1	100

The Number and Percentage of Students Who: Enrolled in Morning Star; Were Accepted to the University of Alberta After Year One; And Qualified for Certification After Year Two: When Categorized by Selected Student Input Variables

Student Input Variables	Students					
	Enrolled in Cycle Two		Accepted to the U. of A. After Year One.		Qualified for Certification After Year Two	
	N	(%)	N	(%)	N	(%)
Number of Activities						
None	13	39	12	92	10	77
One	10	30	7	70	5	50
Two	6	18	5	83	3	50
Three	1	3	1	100	0	0
Four	1	3	1	100	0	0
	2	6	1	50	1	50
Number of Training Courses						
None	14	42	10	71	6	43
One	13	39	11	85	8	62
More than one	6	18	6	100	5	83
Type of Training Courses						
None	14	42	10	71	6	43
Non-educationally related	7	21	7	100	5	71
Educationally-related	12	36	10	83	8	67

Those students who had no dependents or many (3 or more) dependents succeeded at a higher rate than those who had a few (1 or 2) dependents. Perhaps those who had a greater number of dependents received help from some of the older ones in caring for the younger dependents.

All but two students spoke either English or English and Cree. The success rates for those who spoke English and those who spoke English and Cree were almost identical.

Those who could read and write only English had a success rate almost double that of those students who could read and write English and Cree, however there were only six students enrolled in the program who could read and write English and Cree while 26 students could read and write only English. Perhaps students who could read and write English and Cree actually thought in Cree. This would explain the lower success rate for those students as all instruction and all the readings were in English and all assignments and exams were done in English.

Students who had taken some form of post- secondary training prior to entering Morning Star had a success rate almost double that for those who had taken no previous post- secondary training. Perhaps the previous training served to orient students to post-secondary education or to screen out those who did not have the ability and/or the motivation to do post-secondary work.

Those students who had been employed in educationally-related jobs for a period of more than one year prior to entering Morning Star were more successful than those students who had worked at such jobs for one year or less.

Students who had been employed in at least one educationally related job prior to entering Morning Star had a better success rate (64%) than those who reported they previously had never been employed in an educationally related job (53%).

The success rate for students who had been employed in non-educationally related jobs prior to entering Morning Star was slightly less (54%) than the success rate for students who had not been involved in any non-educationally related job (67%) prior to entering the program. Those who had held only one such job had a success rate similar to those who had not been employed in a non-educationally related job.

Those students who reported that they had not been involved in any other "activities" prior to entering Morning Star had a higher success rate (77%) than those who indicated they had been involved in one or more such activities (45%).

An inverse relationship was found to exist between students' success in cycle two and the number of training courses they had taken prior to enrolling in Morning Star.

The success rate for students who had previously enrolled in more than one training course was 83 percent while the success rate for those who previously had never enrolled in any training courses was 43 percent. Those who had enrolled in non-educationally related courses and those who had enrolled in educationally-related courses had similar rates of success.

Summary

The data presented in the above section indicated that success in the cycle two Morning Star program appeared to be associated with a number of student input variables. Success rates were at least 20 percent better for those students who:

(1) were under 21 or over 25 years of age;
(2) had previously earned some high school credits;
(3) were female;
(4) were married as opposed to widowed, divorced, separated or involved in a common-law relationship;
(5) either had no dependents or more than two dependents;
(6) could read and write only English as opposed to English and Cree;
(7) previously had been enrolled in some post-secondary training program;
(8) previously had been employed in non-educationally jobs for one year or less as opposed to being employed in such jobs for more than one year;
(9) previously had not been engaged in "other" activities;
(10) previously had enrolled in one or more training courses; either educationally related or non-educationally related;

IMPLICATIONS FOR CHANGE

In the preceeding pages a systems model has been used to facilitate an examination of the cycle two Morning Star program. Some of the data presented suggest a number of issues regarding the inputs, process and outputs of this program. In addition, these data provide indicators of how such issues might be addressed. In few instances do the data provide clear direction as to the resolution of a particular issue.

1. Were the criteria used to screen applicants to the cycle two Morning Star program valid? The indicators are:
   (a) The success rate for students accepted to the program was quite high (5%) especially considering the number of probationary students admitted. This may suggest screening criteria used were valid.
   (b) For 11 of the 18 students input variables for which information was collected student rates of success among groups differed by 20 percent or more. For the other seven variables, student success rates differed among groups by less than 15 percent. For three variables the difference was less than ten percent.
2. Should students continue to be admitted to the program as probationary students? The indicators are:
   (a) The number of high school credits students earned prior to entering the program was not indicative of whether or not they would untimately succeed, however, those students who had not received any high school credits were much less successful than those who had earned some credits. This would appear to suggest that the provision for probationary status should be continued, however, there appears to be some indication that students admitted to the program should have successfully completed at least some high school courses if they are to be expected to cope in the program.
3. Should financial support for the Morning Star program be increased, decreased or remain unchanged ? The indicators are:

(a) The budget for the first cycle of Morning Star was underspent by $33,758. This amount was added to the grants received for cycle two. Despite this fact, the budget for the second cycle of Morning Star was overspent by $14,389. This may indicate that: increased financial support is required; various aspects of the program should be omitted or cut back ; or alternate supplementary sources of funding must be found.

4. Should the courses for cycle three differ in any respect from those offered in cycle two ? The indicators are:
   (a) Based on student assessments of the courses offered in cycle two, all but one course might be successfully offered in cycle three.
5. Should the Morning Star program be extended to a three or four year program? The indicators are:
   (a) A relatively high percentage (58%) of the students who completed the two-year cycle program are continuing with their university education. Only five (21%) obtained a Conditional Teaching Certificate and are presently teaching.
6. Should the Morning Star project pursue more actively the recruitment of individuals who would benefit from this career opportunity ? The indicators are:
   (a) Fewer applications were received for cycle two than had been received for cycle one.
   (b) Almost two-thirds of the students in cycle two came from the Saddle Lake Athabasca District.

Perhaps these facts suggest that more vigorous attempts should be made to make individuals in other areas of the province aware of the program.